

## Assessment Overview

Grade 5 - Science

Non-renewable resources with a focus on mining and rocks and minerals

### **Language Arts:**

C2 write a variety of clear, focused informational writing for a range of purposes and audiences, featuring

- Clearly developed ideas by using interesting supporting details and explanations
- An organization that includes a purposeful introduction, followed by a well-developed and logical sequence of details, with a conclusion that summarizes the details

C5 select and use strategies before writing and representing, including

- Setting a purpose
- Generating, selecting, developing, and organizing ideas from personal interest, prompts, models of good literature, and/or graphics

### **Science**

S1 - analyse how BC's living and non-living resources are used

S2 - identify methods of extracting or harvesting and processing BC's resources

S3 - analyse how the Aboriginal concept of interconnectedness of the environment is reflected in responsibility for and caretaking of resources

S4 - describe potential environmental impacts of using BC's living and non-living resources

<b>Tasks</b>	<b>PLO Links</b>
<b>1. Summative Tasks</b> <ul style="list-style-type: none"><li>• Unit Test</li><li>• Newspaper Article</li></ul>	Unit Test: S1, S2, S4 Newspaper Article: S3, S4, S2, C2, C5
<b>2. Formative Tasks</b> <u>-Journals:</u> Science Idea Box: record personally developed definitions. <u>-Worksheet:</u> List non-renewable (rocks and minerals) resources found in the picture (recognizing how non-renewable resources are used) <u>-Newspaper article based on "Frog Girl":</u> which focuses on Aboriginal Peoples connectedness to the environment	-Journal: S1 -Worksheet: S1 -"Frog Girl" Newspaper Article: S3, C2, C5 -Apple Mining Experiment: S2, S4 -Chart: S1, S2, S4 -Comparison Chart: S3, S4 -Newspaper Article based on comparison chart: S3, S4, C2, C5